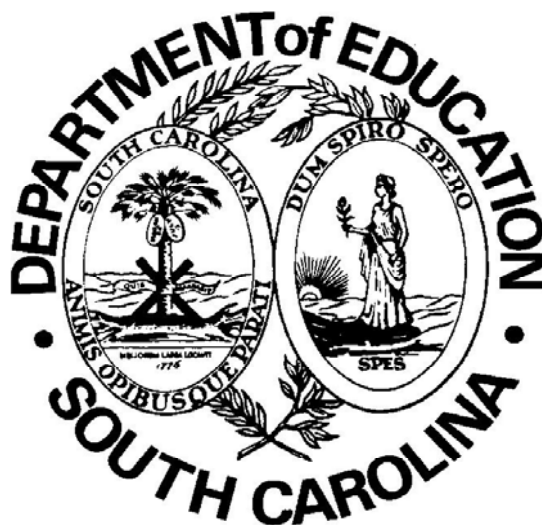# South Carolina Department of Education

2006–07 Arts Curricular
Strategic Planning or Special Project
Grant Application Package

Deadline for Receipt of Applications: 5:00 p.m.
Friday, May 26, 2006

Inez Moore Tenenbaum
State Superintendent of Education

Contact Information
R. Scot Hockman
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Office of Curriculum and Standards
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Columbia, South Carolina 29201
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803-734-0323

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A. Background

The State Department of Education (SDE) receives funds annually for arts curricular programs from the South Carolina General Assembly under the Education Improvement Act:

(SDE-EIA: XI.A.1-Arts in Education) Funds appropriated in Part IA, Section 1 XI.A.1. Arts Curricula shall be used to support arts education curriculum in the visual and performing arts which incorporates strengths from the Arts in Education pilot sites. These funds shall be distributed under a competitive grants program; however, up to 33% of the total amount of the grant fund shall be made available as "Aid to Other Agencies" to facilitate the funding of professional development arts institutes that have been approved by the State Department of Education for S.C. arts teachers and appropriate classroom teachers.

The goal of the SDE's 2006–07 Arts Curricular Strategic Planning and Special Project (SP/SP) grants is to improve student achievement by funding quality educational programs in the arts—dance, music, theatre, the visual arts, or any combination of these areas—to promote the development and implementation of appropriate curricula, instruction, and assessment based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*.

This RFP is for the strategic planning or the special project grant **only**. Strategic Planning and Special Project grants for schools and districts, awarded on a competitive basis, are to implement either the planning process or a limited, small-scale special project. Instructions to apply for a large-scale grant are available in the Distinguished Arts Program RFP.

Schools in districts that apply for Distinguished Arts Program grants are eligible to apply for a Strategic Planning or Special Project grant.

B. Eligible Applicants

All K–12 <u>public schools</u> and public school districts (LEAs) in South Carolina are eligible to apply for Strategic Planning grants. Only K–12 public schools may apply for Special Project Grants.

A single school or LEA may submit only one grant application: either for the Strategic Planning or the Special Project Grants. A school district and a school within that district may apply for grants.

C. Estimated Available Funds

Approximately $1.5 million has been allocated for the Arts Curricular Grant program, which includes both the Distinguished Arts Program grants and the Strategic Planning and

Special Projects grants. Funding for grants is contingent upon continued support under the Education Improvement Act.

D. Estimated Number, Range, and Maximum Amount of Awards

Approximately 20–25 Strategic Planning and Special Projects grants will be awarded, with the average award ranging from $2,000 to $2,800.

- A school may apply for *either* a strategic planning grant *or* a special project grant for a maximum of $3,000.

- A district may apply for a strategic planning grant for a maximum of $5,000.

E. Grant Funding Period

The period of the grant will be from July 1, 2006, through June 30, 2007.

F. Authorized Activities

Applicants must use grant funds to
- plan, develop, and implement arts education curricula, instruction, and assessment,

- develop lesson plans and curriculum guides based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*, and purchase resources required to implement these lessons,

- hire certified arts specialists or contract with professional artists approved by the South Carolina Arts Commission, and/or

- provide for teacher professional development programs for arts specialists or appropriate classroom teachers. (see Appendix B for a listing of **scholarship options** for visual and performing arts teachers to attend professional development arts institutes that are approved by the SDE).

G. Unauthorized Activities

These grant funds may not be used for out-of-state travel.

H. Supplement, Not Supplant

These grant funds are intended to supplement existing support. Funds must be used to supplement, not supplant, other resources. Funds made available for activities under this grant shall supplement and not supplant other state or local public funds. If current expenditures are being paid from state or local public funds, the applicant may not replace those funds with grant funds.

I. Required Reporting

If funded, a final report of the project year is due in the SDE's Office of Curriculum and Standards by 5:00 p.m. on Friday, June 29, 2007, or at the conclusion of the project, whichever occurs first. The final report must include the following:

1. Narrative (double-spaced and limited to *six* pages) to include each of the items below
   a. implementation procedures for the standards,
   b. explanation of how needs were identified, goals and objectives were achieved, and strategies were implemented, and
   c. explanation of and rationale for actual expenditures, including a budget breakdown.

2. Support Material

   In addition to the narrative, the final report must also include the following support material:
   a. a detailed report of expenditures,
   b. copies of the assessment tools that were used to measure the objectives, and
   c. copies of curriculum guides, lesson plans, printed resources, and other instructional materials that were developed as a part of the project.

J. Review and Selection Process

Two reviewers from outside the SDE will use the Scoring Rubric (on page 15) to read and score each application. All reviewers are registered graduates of the South Carolina Arts Assessment Institute.

Each application will be read and scored by two reviewers. The panel of reviewers will then review each application, and the panel will arrive at a consensus score. Applications will be rank ordered by consensus scores received, and awards will be made until all allocated funds are expended.

The maximum amount of points available, per application, is 100. Grant awards will be made, subject to the SDE's approval, beginning with the highest scoring application and progressing until all available funds are allocated.

District superintendents will receive grant cover letters, grant awards, denial letters, and budget reports. The named grant contacts will receive a grant cover letter with the reviewer's score sheets. Both groups will receive this information during September 2006.

K. Appeals Process

Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed.

An applicant who has submitted a proposal that is not funded by the SDE has five calendar days to respond in writing after receiving notification that the proposal is not funded to request a review of the process. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. After reviewing the process, the deputy superintendent will notify the applicant as to whether or not the application process was followed. There will be no further appeal of the deputy superintendent's decision.

L. Timeline of Granting Process

Date	Activity/Action
May 26, 2006	Deadline for receipt of application
September 2006	Award/denial letters with comments and score sheets are mailed
July 1, 2006	Program begins
June 30, 2007	Program ends
June 29, 2007, or at the end of the project, whichever occurs first	Final report due

M. Selection Criteria

The following criteria for project approval will be used in the review process for strategic planning or special project grant proposals (100 points maximum).

Section	Points
Standards Implementation	20
Needs Assessment	15
Goals and Objectives	15
Strategies and Action Steps	15
Evaluation Plan	15
Timeline	5
Budget	10
Letters of Commitment	5
TOTAL	100

N. Deadline and Submission Procedures

Incomplete applications or applications that do not adhere to these guidelines will not be reviewed or considered for funding.

- Applications must be received in room B-16 of the Office of Curriculum and Standards by 5:00 p.m. on Friday, May 26, 2006.
- Postmark dates will have no bearing with respect to the deadline. Applications received after the deadline will not be considered.
- Faxed applications will not be accepted.
- If the application is sent via e-mail attachment, all required documents must be combined into one Word or PDF file. In addition, the Cover Page, Assurances,

and Terms and Conditions documents must contain the superintendent's electronic signature. Without the electronic signature, an application will be considered incomplete and will not be reviewed.

- If the application is mailed or hand-delivered, an original (with signatures in blue ink) and two copies of a grant application must be submitted.
- The original must contain the original signature (in blue ink) of the authorized representative (e.g., superintendent, principal, pastor, executive director, president) for the primary applicant and of the authorized representative for each collaborative partner. Stamped signatures will not be accepted.
- Do not enclose the application in a notebook, binder, or folder.
- In the upper left corner of each application copy, clip each section together and then clip the entire application together. Follow this procedure for each copy. Do not use staples or a three-hole binder.
- If you would like confirmation of our receipt of your application, include a self-addressed, stamped postal card with your proposal.
- Please keep a copy of the entire application for your records. Applications will not be returned.
- Applications must be sent to

> Mr. R. Scot Hockman
> Office of Curriculum and Standards
> South Carolina Department of Education
> Rutledge Building
> 1429 Senate Street, Room B-16
> Columbia, South Carolina 29201

PART II. APPLICATION ORGANIZATION, FORMAT, AND CONTENT

A. Application Organization

Applications must be compiled in the following order:

Each grant contact person must complete the following survey on-line at www.surveyreaction.com.

A Strategic Planning/Special Project Applicant Survey must be completed by the named grant contact person. District-level applicants will login using the username **"district"** and password **"DDAP2006."** School-level applicants will login using the username **"school"** and password **"SDAP2006."**

SP/SP applicants may use the following hyperlink to access the district and school survey:
https://www.SurveyReaction.com/Survey.asp?SID=674&UN=DISTRICT&PW=DDAP2006
(for district SP/SP applicants)

Section 1: Forms and Supplemental Materials

☐ Cover Page (located on page 21 of this RFP; original signatures in blue ink)

☐ Table of Contents

☐ Assurances form (located on page 22 of this RFP; original signatures in blue ink)

☐ Terms and Conditions form (located on pages 23 and 24; original signatures in blue ink)

☐ Abstract (not to exceed one double-spaced page)

In no more than one page, the applicant should summarize the proposal, including the identified needs, the target audience, the main goals, objectives, and strategies, expected outcomes, and central evaluation plans. The abstract must identify the applicant (name of organization), the program's name, amount of funds requested, and the type of funding sought (either Special Project or Strategic Planning).

☐ Two Letters of Commitment

Two letters must be submitted. These letters must certify that the arts plan is part of the school renewal plan or the district strategic plan, verify strong support for the project, and contain a statement that the arts grant fund will not be used for purposes other than for the proposed arts program.

A participating school or district administrator must write one letter. Another participating administrator, teacher, or community leader other than the grant writer may write the other letter.

Section 2: Proposal Narrative

☐ Proposal Narrative

- Needs Assessment
- Goals and Objectives
- Strategies and Action Steps
- Evaluation Plan
- Timeline/Planning Matrix

☐ Budget

- Budget Summary Form (located on page 25 of this RFP)
- Budget Narrative (not to exceed four pages)

B. Application Format

Carefully adhere to font, format, page limit, and organizational requirements. Narratives that disregard these requirements will not be considered for funding. Each section of the proposal must be clearly identified. Sections may not be combined. Incomplete proposals will not be considered.

Length of Narrative	Maximum of 10 pages
Spacing	Double-spaced throughout narrative. Charts and tables may be single-spaced.
Required Font/Font Size	Times New Roman or Arial/12 point
Margins	One inch on all sides
Page Numbers	All pages numbered in bottom or top right corner

C. Application Narrative Content
(double-spaced; maximum of 10 pages)

Applicants must develop and submit a proposal for strategic planning or a special project that focuses on arts curricula, instruction, and assessment based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*. The plan may impact other disciplines and other parts of the school's general curriculum, but its primary goal must be focused on student achievement in dance, music, theatre, the visual arts, or a combination of these arts areas.

The planning process should begin with a thorough needs assessment that reveals the needs of the program and thereby helps to identify appropriate goals and objectives. The progress toward meeting the stated goals and objectives should be periodically examined through a formative assessment that leads to a final summative assessment, or the project's evaluation plan. Various types of assessments can and should be used—including interviews and focus groups, surveys, observation checklists, alternative assessments, criterion-referenced tests, and portfolios—without sacrificing the necessary elements of assessment reliability (consistency) and validity (appropriateness and usefulness). Thoroughly describe and provide samples of both the needs assessment and the planned evaluation. The time, cost, and personnel requirements of the chosen assessments should be included in the narrative.

The proposal narrative must include a thorough description of the needs assessment, goals and objectives, strategies and action steps, the evaluation plan, the timeline, and the budget. These sections must clearly relate to one another, and the logic of the narrative should flow smoothly from one section to another.

1. Needs Assessment

The applicant must demonstrate the need for the project being proposed and must detail how the needs assessment was conducted to justify the proposal. The Needs Assessment should help you identify the project's goals and objectives.

How were these needs identified? Did using the Opportunities to Learn the Standards, State Department of Education Surveys, Focus Groups, or other means facilitate the needs assessment? If you used "Opportunities to Learn the Standards" include names of the respondents, a summary of the responses, and conclusions. If you used State Department of Education Surveys include the names of the respondents, a summary of the responses, and conclusions. If Focus Groups or Interviews were used, include copies of the questions, the names of the respondents, a summary of the responses, and conclusions.

Applicants must conduct a needs assessment to identify the strengths and weaknesses of their current program; identify participants' expertise and knowledge; and help reveal the needs and goals of teachers, students, administrators, parents, and other stakeholders in the context of the *2003 South Carolina Visual and Performing Arts Curriculum Standards*. Teachers and administrators must assess their own effectiveness as well as students' needs and outcomes.

The narrative must provide details about how the needs assessment was conducted in addition to its results. The applicant should describe the arts area(s) and the instructional level(s) to be addressed in the *goals and objectives* section.

The following questions must be answered in the needs assessment section:

- What do we know about what our students know and can do?
- How many students will the program serve?
- What do we know about what our students need?
- How do we know what our students need?
- How do we know what our school/district needs?
- What is our situation now? What do we have?
- What areas are lacking?
- What should our program try to accomplish?
- What necessary improvements in the professional development of arts and/or classroom teachers must be made?

Applicants for Strategic Planning or Special Project grants are strongly encouraged to consider using the Arts Education Program Assessment Worksheets for dance, music, theatre, and visual art available on the Arts in Basic Curriculum Project's Web site at <http://www.winthrop.edu/abc>. (Click on "Opportunities-to-Learn-Standards Worksheets" link, and then click on the appropriate "Program Assessment Worksheets.")

The Kennedy Center Alliance for Arts Education Network (KCAAEN) Community Audit is another instrument that can be used for arts assessment purposes. The audit can be accessed at http://www.artsed.org/Publications/KCAAEN_Community_Audit.

To help applicants conduct their needs assessment, the Distinguished Arts Program Grant Questionnaires have been posted on the SDE's Visual and Performing Arts Web page at http://www.myscschools.com/offices/cso/vpa/vpa.htm and may also be used for a Strategic Planning or Special Project grant.

2. Goals and Objectives

The *goals and objectives* must address the needs identified and described in the needs assessment section and must explain how they will affect and/or change current programs. The applicant should provide a statement of the **overall goal** of the proposal in relation to the *2003 South Carolina Visual and Performing Arts Curriculum Standards* and should delineate the specific, measurable **objectives** that reflect the overall goal of the proposal. For a small project, you may only have one or two objectives.

The primary goal *must be* to significantly improve student achievement in the arts through curriculum, instruction, and assessment based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*.

Additional goals and objectives should grow out of the *needs assessment* and should be related to the implementation of arts standards. The applicant must clearly describe who is to be affected by the program, what changes will occur within the target population, and the expected outcomes for students. Each goal and objective must be assessed, providing evidence that the needs have been addressed. Goals and objectives will indicate a logical progression of the three-year plan for achievement.

The following questions must be answered in the goals and objectives section:

- How did we establish goal priorities?
- Who participated in determining these priorities?
- What are our goals and objectives?
- Who is to be affected by the program?
- What changes will the program create within the target population?
- What are the expected outcomes for students?
- What should we address first?
- How can each goal be measured?
- To what extent might some of the goals already have been met?
- What will the measures show about our degree of goal attainment?

3. Strategies and Action Steps

This section must be a description of planned strategies and action steps to accomplish the stated *goals and objectives* and thereby bring about the intended growth in students' knowledge and skills in the arts. Strategies should include plans to monitor progress throughout the process by employing several phases of formative assessment, providing for continuous feedback, signals to adjust, and documentation. This section should also describe how the applicant will use this plan to help institutionalize the arts and how the applicant will continue this initiative after the end of the funding period.

The applicant is to describe the **strategies and action steps** to be undertaken to attain the *goals and objectives*. This description should be specific, directly address the *goals and objectives*, and show a relationship to the *budget* justification.

The following questions must be answered in the strategies and action steps section:

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- What activities and strategies are planned for meeting the goals?
- What strategies will be used to bring about this growth in students' knowledge and skills?
- How many students and teachers will be taking part?
- When, how often, and where will these activities and strategies take place?
- Is the program being implemented according to our strategic arts plan?
- Will the proper materials be purchased, and how will they be used?
- How will time, money, and personnel be allocated in the program?

The strategies and action steps must also be reflected in the *Timeline of Activities* (see below).

4. Evaluation Plan

In the Evaluation Plan, the applicant should carefully consider the methods that will be used to measure and document the extent to which the *goals and objectives* of the project are attained and satisfied.

The applicant must describe what data will be gathered, how the data will be organized and analyzed, how the results will be presented, and how these results will justify the need for funding. The evaluation plan must be based on specific needs identified and addressed in the goals and objectives through the stated strategies and action steps.

Each goal and objective MUST be assessed. Applicants should carefully consider the selection of the methods that will be used to measure and document the extent to which the goals and objectives of the project are reached. Efforts to provide on-going assessment of progress throughout the implementation phase will make the evaluation more meaningful.

The following questions must be answered in the evaluation plan section:

- How will we know that we have achieved the outcomes and improvements that we sought?
- How will we develop the criteria by which we will measure and document our success?
- How will the data be gathered, organized, and analyzed?
- Have we assessed every goal and objective?
- To what extent have we met the goals?
- What will the measures show about our degree of goal attainment?
- How will the results be presented?
- How will the results justify the need for funding?
- What problems exist, and how can we solve them?
- What are the areas in which we are most seriously failing to achieve the goals?
- How will we document that the expected outcomes and improvements have occurred?

<u>5. Planning Matrix/Timeline of Activities</u>

Complete the Planning Matrix (found on page 26) for each objective in your project. The timeline must indicate the *chronological order* of the major activities of the project. Applicants should thoughtfully address the issue of time and should construct a sequence of activities only after having thoroughly investigated the time required to plan, execute, and evaluate each activity. The timeline should include the ordering and receiving of supplies, the obtaining of adequate facilities, the arranging of professional development workshops, registering for summer institutes, scheduling and preparing for staff meetings, parent meetings, dissemination activities, and submission of necessary reports.

D. Project Budget

All costs that are necessary and prudent to the successful operation of the grant are allowable.

The proposed budget must provide clear evidence that the expenditures are appropriate and justified to support the special project or the strategic planning. Your budget must have two components:

1. the completed SDE budget summary form (provided on page 25) signed in blue ink by a districts finance officer, with all items placed in the correct spending categories, and

2. a budget narrative (double-space, maximum of four pages) providing 1) clear evidence that the budget is justified based on your needs assessment and 2) a <u>detailed</u> expenditure breakdown.

All expenditures of funds received under this grant must be audited by a certified public accountant as a part of the district's annual audit.

<u>Budget Amendments</u>

Requests for budget amendments must be submitted in writing to Mr. R. Scot Hockman. Approval for these amendments must be granted before any changes can be made. No approvals for amendments will be given after April 1, 2007.

Written amendment requests must include:
1. a copy of the original budget form,
2. a copy of the grant budget form with proposed changes placed in the appropriate spending categories, and
3. a cover letter outlining the proposed changes, giving the reason for the changes, and making an assurance that the changes will not alter the intent of the original proposal.

Budget Categories (Object Numbers):

Expenditure categories are grouped by "object" numbers on the budget report form. The applicant should seek the assistance of the local finance officer to ensure that the expenses are properly identified and entered in correct categories on the budget report form. A district finance officer *must sign* the submitted budget form.

Itemized lists for salaries, purchased services, supplies/materials, capital outlay, other objects, and in-kind contributions must be included with the budget narrative.

The following descriptions identify the services/items that should be budgeted to each category.

Salaries/Stipends (100)

This category includes substitute pay, stipends for teachers, and salaries.

Employee Benefits (200)

FICA, workers' compensation, and health insurance, and other worker benefits costs will be included here and will represent a percentage of the total in Salaries/Stipends (object 100).

Purchased Services (300)

Expenses such as consultant fees, summer arts institutes, artist residencies, travel/transportation costs, telephone costs, and other purchased services will be included here. Amounts paid for personal services rendered by personnel who are not on the payroll and for other specialized services purchased by the organization. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

Supplies and Materials (400)

Amounts paid for material items of an expendable nature. Group in categories to avoid listing every item, but make sure that such expenditures are aligned with relevant program characteristics (objectives, number of participants, frequency of activity, etc.).

Capital Outlay/Equipment (500)

Identify type and specify quantity.

Other (600)

Indirect Costs (700)

Indirect costs are not allowable.

In-kind Contributions

(Itemize and attach a list of significant contributions to be made by the school or district toward the support of the Strategic Plan or Special Project)

PART IV. FORMS
Scoring Rubric

2006-07 Strategic Planning and Special Project Grant Proposals

Application Element	Points
Letters of Commitment	
The applicant submitted two Letters of Commitment that certify that the arts plan is part of school renewal plan or the district strategic plan, verify strong support for the project, and contain a statement that the arts grant fund will not be used for purposes other than for the proposed arts program. One of the letters is from a participating school or district administrator. One of the letters is from another participating administrator, teacher, or community leader other than the grant writer.	_____/5
Standards Implementation	
Overall Focus on Standards Implementation: the extent to which the entire proposal supports the implementation of curricula, instruction, and assessment based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*.	_____/20
Proposal Narrative	
1. **Needs Assessment:** The proposal systematically identifies and addresses the needs of arts education based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*, using a valid and reliable method(s) of assessment. The need for the project is clearly demonstrated, and the applicant provides many details of how the needs assessment was conducted to justify the proposal and its results. The applicant thoroughly describes the strengths and weaknesses of the current program and of participants' expertise and knowledge. The needs assessment has obviously enabled the applicant to determine the needs and goals of teachers, students, administrators, parents, and other stakeholders.	_____/15
2. **Goals and Objectives:** The proposal clearly articulates measurable goals and objectives that support the planning and implementation of curricula, instruction, and assessment based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards* and the needs identified in the *needs assessment* section. ▪ The primary goal—which is to significantly improve student achievement in the arts through curriculum, instruction, and assessment based on the *2003 South Carolina Visual and Performing Arts Curriculum Standards*—is thoroughly documented. ▪ All additional goals and objectives are specific and measurable and clearly stem from the needs assessment.	_____/15

	▪	The applicant completely describes who is to be affected by the program, what art area(s) and instructional level(s) are to be addressed, what changes within the target population are expected to occur, and what the expected outcomes for students are.	
3.	**Strategies and Action Steps:** The proposed strategies and action steps ▪ are appropriate to accomplish what is proposed in the goals and objectives section, ▪ are clearly stated and very appropriate to accomplish the proposed goals and objectives and bring about the intended growth in students' knowledge and skills in the arts, ▪ include thorough plans to monitor progress, employ formative assessment for feedback, and document outcomes, and ▪ clearly describe how the applicant will continue this plan and institutionalize the arts after the end of the funding period.		_____/15
4.	**Evaluation Plan:** The proposed evaluation procedures and/or instruments are adequate to measure the attainment of each goal and objective and to assess the effectiveness of the 2006–07 implementation plan. ▪ The evaluation plan is an *excellent* summative assessment of the effectiveness (in terms of student achievement in the arts) of the program's curriculum, instruction, and assessment. ▪ E*ach **goal and objective*** will be assessed. ▪ The methods to be used to measure and document the extent to which the ***goals and objectives*** of the project will be reached are *thoroughly described*. ▪ There are *complete details* as to how the data will be gathered, organized, and analyzed; how the results will be presented; and how these results will justify the need for funding.		_____/15
5.	**Timeline:** The timeline describes the major activities of the project in chronological order and provides for a *complete*, *realistic*, and *efficient* work schedule.		_____/5
BUDGET			
	▪ The proposed budget is appropriate and justified to support the strategic planning process or the special project. ▪ The budget section includes *all* required components and contains *no* obvious mathematical errors. ▪ The proposed budget provides *clear evidence* that *all* expenditures are appropriate and justified to support the project, and the budget includes itemized lists for salaries, benefits, purchased services, supplies/materials, capital outlay, and other objects. ▪ There is *clear evidence* of plans to include significant in-kind contributions.		_____/10
		Total Points	_____/100

Professional Development Arts Institutes
SDE-Approved Choices for 2006–07 Strategic Planning and Special Projects Grants

Listed below are professional development arts institutes/courses, supported by the SDE, for elementary, middle, secondary, and postsecondary faculty in the arts disciplines of dance, music, theatre, and the visual arts. Grant applicants have the option of requesting funds for institute scholarships as part of their grant.

Registration for the summer professional development arts institutes will be available upon notification of this grant award. The specific location and week of each institute will be announced during fall institute registration.

The deadline for grant awardees to apply for 2007 Summer Professional Development Arts Institutes is November 1, 2006.

These graduate-level courses will be
- Focused on standards-based arts curricula, instruction, and assessment,
- Offered in collaboration with an accredited college or university for three graduate credits with a minimum of forty-five contact hours,
- Provided as residential institutes, providing room and board for participants,
- Evaluated on the basis of an assessment instrument approved by the SDE in terms of the quality of the course and its impact on student learning, and
- Held during the month of June 2007.

South Carolina Arts Leadership for Success Academy (SCALSA) $1,200 per teacher

This institute is designed for arts teachers who have taught fewer than three years and for critical needs teachers in the arts. SCALSA emphasizes the development of standards-based arts curricula, instruction, and assessment through
- Hands-on development of standards-based arts lessons,
- Strategies for ADEPT success,
- Long-range lesson planning,
- Arts classroom management strategies,
- Identification of teaching and learning styles,
- Arts education advocacy strategies, and
- Development of a multi-arts professional network.

Curriculum Leadership Institute in the Arts (CLIA) $1,200 per teacher

Designed for the experienced arts teacher, this institute emphasizes
- Development of complex standards-based lesson plans with embedded assessment,
- Models of best instructional practice,
- Tips for preparing and applying for National Board Certification,
- Development of leadership and presentation skills,
- Arts education advocacy techniques, and
- Development of a multi-arts professional network.

Arts Assessment Institute Classroom Assessment (AAI– I) $1,200 per teacher (Prerequisite CLIA)

Arts Assessment Institute I will develop professional educators who will do the following:

- Understand the purposes and uses of assessment.
- Align assessments with local and state standards.
- Construct assessments to best determine knowledge in skills and processes related to the curriculum standards.
- Demonstrate an understanding of the basic principles of measurement and evaluation.
- Design and embed assessment strategies within instructional lessons and units.
- Understand the relationship of national and state standards, curriculum development, instruction, and assessment.
- Reflect on their assessment practices and the role of assessment in their professional and personal lives.

Arts Assessment Institute–Assessment and Application in the Arts (AAI–II) $1,200 per teacher (Prerequisite CLIA & Arts Assessment Institute I Classroom Assessment)

This is a continuation of Classroom Assessment AA–I that provides teachers with additional training in developing and applying assessment tools for the arts. Based on the assessments techniques acquired in the previous institutes, arts educators will do the following:

- Apply evaluation principles and statistical measurement procedures in analyzing student results.
- Design long-range assessment plans to measure students' arts learning progress based on local and state standards.
- Apply skills in valid grading procedures.
- Develop electronic grading systems that align with local and state standards and related to school or district arts curriculum.
- Understand the relationship of national and state standards, curriculum development, instruction, and assessment.
- Research on best assessment practices and reflect on the strengths and weaknesses of the classroom and large-scale assessment practices.

Music & Technology Institute– $2,850 per teacher
(Prerequisite SCALSA or CLIA and Arts Assessment Institute-Classroom Assessment)

The purpose of this course is to prepare certified K–12 South Carolina public school music teachers to use technology in their classes and to use technology as a tool in teaching the *2003 South Carolina Music Curriculum Standards* in their classes. Each participant will be provided with appropriate equipment, a computer and software, which will become the property of their schools at the conclusion of the institute. All participants in the class must hold music degrees and be certified to teach music by the SC Department of Education.

At the conclusion of this course, the teachers will be able to
- Assemble and disassemble a multimedia station including computer, speakers and MIDI keyboard.

- Use computer notation software (Sibelius) for composition, arranging, and worksheets.
- Use sequencing software (Band in a Box) for accompaniments and improvisation.
- Demonstrate proficiency in the use of Music Ace and Music Ace II.
- Develop strategies for using the above software titles with students.
- Develop lesson plans that use technology to teach the *2003 South Carolina Music Curriculum Standards*.
- Research on best assessment practices and reflect on the strengths and weaknesses of the classroom and large-scale assessment practices.

Visual Art & Technology Institute–$2,200 per teacher
(Prerequisite SCALSA or CLIA and Arts Assessment Institute Classroom Assessment)

These courses will provide art teachers with an opportunity to develop standards-based lesson plans and guides that incorporate technology to enhance student learning. Each participant will be provided with appropriate equipment, a computer and software, which will become the property of their schools at the conclusion of the institute. Participants will choose from the following Art & Technology institutes:
- Final Cut Pro Workshop
- Dreamweaver I: Put Your Project on the Web
- Digital Photography and Photoshop
- Adobe Photoshop II: Advanced Projects

Dance/Theatre & Technology– $2,222 per dance or theatre teacher
(Prerequisite SCALSA or CLIA and Arts Assessment Institute Classroom Assessment)

The Dance/Theatre & Technology Institute will provide teachers with an opportunity to develop standards-based lesson plans and guides that incorporate technology to enhance student learning. Each participant will be provided with appropriate equipment, a computer and software, which will become the property of their schools at the conclusion of the institute.

Arts Teacher as Artist Institute–$1,200 per teacher **(Prerequisite SCALSA or CLIA)**

This institute is designed to expand the artistic knowledge and skills of arts teachers for the enrichment of standards-based curricula, instruction, and assessment. Teachers will have the opportunity to strengthen their own art in classes taught by highly regarded teachers and professional artists in the field. Through this "art for art's sake" approach, teachers will practice their art and learn new techniques to apply to their school situation. Classes will be designed to meet teachers' needs based on survey responses and identified curricular needs. These may include
- Drama (Playwriting and/or Technical Theatre).
- Music (Improvisation and Composition – Vocal and Instrumental, K-12)
- Visual Arts (Media to be determined).
- Dance (Dance Education).

Spoleto Creative Teaching Institute–$650 per teacher

This institute is designed for elementary classroom teachers (administrators and arts specialists welcome) who do not have a strong background in the visual and performing arts but are interested in integrating the arts in their classroom. The institute includes

- All materials, including books and CDs.
- Three and one-half days in Charleston for the Spoleto Festival including hotel accommodations, workshops, and three performances.
- Two Saturday sessions—place and date to be announced.

Muse Machine Summer Institute–$650 per teacher

This institute is for classroom teachers of all grade levels and subjects. No background in the visual and performing arts is necessary. The course provides hands-on activities in the visual and performing arts taught by professional artists, instruction in the multiple intelligences, and using the arts across the curriculum. In addition to classroom instruction hours, participants are required to attend and critique four separate arts events from the areas of visual arts, music, theater, dance, historic preservation, and opera.

Peace Center Summer Teacher Institute–$675 per teacher

The **Peace Center Summer Teacher Institute** offers graduate courses developed for classroom teachers at the elementary and middle school levels. Titles include "Integrating the Arts Across the Curriculum," "Teaching through the Arts," "Minds in Action: Reaching the Kinesthetic Learner in the Language Arts an Social Studies Classroom," and "The Arts as Catalysts for Writing." Two different courses are offered each summer, and each provides three hours of graduate credit. Although not required, these courses are *recommended* for teachers who have previously attended training in arts integration, including the Muse Machine and Spoleto Institutes.

Each course presents a variety of comprehensive arts-integration strategies through hands-on, interactive workshops taught by Kennedy Center teaching artists. Classes meet at The Peace Center in downtown Greenville, South Carolina. In addition to classroom instruction hours, participants are required to attend one performance from a recommended list and participate in scheduled on-line discussions before and after the course meets.

Additional registration and transcript fees from Clemson University total $50.

Note: Scholarships for the Spoleto Creative Teachers Institute**,** the Muse Machine, Peace Center Summer Institute are available to SP/SP applicants who have fulfilled the requirement of a *minimum of 30%* of the total budget for scholarships for visual and performing arts teachers, until 80% have participated in the entire sequence of professional development courses sponsored by the State Department of Education. After 80% of the visual and performing arts teachers have completed the entire sequence of courses, schools and districts may enroll classroom teachers and administrators.

2006–07 Strategic Planning and Special Projects
Cover Page

Arts area(s) addressed:	This application is for	Type of Applicant:
_____ dance _____ theatre _____ music _____ visual art	_____ Strategic Planning _____ Special Projects	☐_district ☐_school ____ elementary ____ middle ____ high

Applicant Information	
Name of District:	Name of school (if school is applicant):
District Address (street, city, state, and zip code):	School Address (if school is applicant):

Descriptive Title of Project:

Contact Information (Person to be contacted regarding the application)

Name:	Phone:
Title:	E-mail address:

Years applicant has received Arts Curricular Grants:

____ 1992–93	____ 1996–97	____ 2000–01	____ 2003–04
____ 1993–94	____ 1997–98	____ 2001–02	____ 2004–05
____ 1994–95	____ 1998–99	____ 2002–03	____ 2005–06
____ 1995–96	____ 1999–2000		

Business Official/Financial Officer
Name: _____
Title: _____
Phone: _____
E-mail address: _____

BUDGET BREAKDOWN Funds requested for 2006–07:	**SUPERINTENDENT'S AUTHORIZATION**
Salaries (100) $ _____ Employee Benefits (200) $ _____ Purchases Services (300) $ _____ Supplies and Materials (400) $ _____ Capital Outlay (500) $ _____ Other (600) $ _____ TOTAL $ _____	Print or type name of superintendent Signature of Superintendent Telephone Number Date

Assurances

As the duly authorized representative of _____ ,
I certify that this applicant   (Please print or type name of applicant.)

_____

A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.

B. Will give the State Department of Education (SDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.

The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.

C. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SDE for costs related to this grant.

D. Will initiate and complete work within the applicable time frame after receipt of approval by the SDE.

E. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.

F. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2004)).

G. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2004)) if the amount of this award is $50,000 or more.

_____   _____

Signature of authorized official   Date

_____   _____

Signature of authorized financial official   Date

A. **Completeness of Proposal**. All proposals should be complete and carefully worded and must contain all of the information requested by the State Department of Education (SDE). If you do not believe a section applies to your proposal, please indicate that fact.

B. **Termination**. The SDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SDE if the grantee fails to perform as promised in its proposal.

C. **Travel Costs**. Travel costs, if allowed under this solicitation, must comply with the state of South Carolina travel regulations.

D. **Honoraria**. Amounts paid in honoraria, if allowed under this grant, must be consistent with SDE policies. You should check with the program office before budgeting for honoraria.

E. **Obligation of Grant Funds**. Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.

F. **Use of Grant Funds**. Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.

G. **Copyright**. The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.

H. **Documentation**. The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.

I. **Reports**. The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.

J. Audits

- Entities expending $500,000 or more in federal awards:

  Entities that expend $500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.

- Entities expending less than $500,000 in federal awards:

  Entities that expend less than $500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

K. Records. The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

L. Reduction in Budgets and Negotiations. The SDE reserves the right to negotiate budgets with potential grantees. The SDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SDE may desire to fund a project but not at the level proposed. In that case the SDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SDE.

M. Amendments to Grants. Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

_____   _____
Signature of authorized official   Date

_____   _____
Signature of authorized financial official   Date

Budget Summary
2006–07 Strategic Planning or Special Project Grant

Applicant Name:

Project Name:

Object Class Categories	(1) Federal	(2) State *	(3) Other*	(4)Totals
(100) Personnel (Salaries)	$	$	$	$
(200) Fringe Benefits				
(300) Purchased Services				
(400) Supplies and Materials				
(500) Capital Outlay				
(600) Other				
Total Direct Charges				
TOTALS	$	$	$	$

*Optional: List below in-kind services or funds provided through other sources in support of this project.

Planning Matrix
2006–07 Implementation Year
(Use a chart for each goal and objective)

District or School:

Grant Title:

Goal ___:

Objective ___:

Start Date–End Date	Strategy/Action Step to Achieve Objective	Estimated Cost	Funding Source	Procedures to evaluate this action step	Responsible Personnel for A. implementing action step B. evaluating achievement
1.					
2.					
3.					